UDC 378.017.4

AN INNOVATIVE SPIRITUAL AND MORAL APPROACH TO YOUNG PEOPLE UPBRINGING BASED ON PEDAGOGY LOGISTICS[1]

T. A. Lopatukhina
(Don State Technical University),
A. V. Osipova
(Rostov State University of Economics)

The article presents some results of the theoretical analysis concerning the state of moral and spiritual development possessed by young people of our country. The obtained results of the investigation show the urgent necessity of radical changes in the sphere of young people breeding. The authors put forward the theoretically grounded outcome for changing the situation. The authors see success in the treated sphere in diverting educators attention to the achievements of the pedagogic logistics.
Keywords: *moral and spiritual upbringing, priority-oriented approach, idea-action, idea-deed, choice, dilemma, fluxes of pedagogy logistics, prognostic career, career orientations (anchors), pedagogic support.*

Introduction. The goal of the article covers some moments concerning the state of modern upbringing, exposure of its advantages and disadvantages and working out main directions of its perfecting. It should be emphasized that modern upbringing is not perceived as one of two parts of the pedagogical science, didactics in particular. Modern young people upbringing reflects the qualitative changes in our society development that have been taking place during a long period of last twenty years. The changes mentioned above are a poor consolation for a reasonable person because they have destroyed the whole previous upbringing system and turned out to be unable to construct anything new. No substitutes have been found. And now we live in the society without positively coloured moral philosophy, with lost time-tested moral values of mankind, with the liquidated personality indicators and priorities of high morals. Quite a different orientation system is reigning in Russia: the system of the consumption society aimed at constant getting the material profits, benefits, and honoured unearned income.

Under such conditions, a new type of personality has been created in our country: ill-bred, not thinking about acquiring human culture, not planning his or her perfection, and not having any desire to design a professional career on the moral principals. These moral principals are considered to be redundant. The modern perverted Russian society guidelines dictate that any specialist should use personal relations, egocentric and corruption means and motives to achieve the set of personal goals in accordance with the consumption society needs. The described state of things neglects high professional standards, continuous developing learning postulates. The typical samples and species of a "new" society adhere to the following slogans: the reached goal should justify any means; you should not pay attention to moral taboos: they are not relevant.

So it is quite evident that if we want to live in an advanced cultural society, then it is time to re-establish human values in the Russian society having returned them back. The necessity of this problem solution is realized by our President, Government, Russian Orthodox Church, progressive and pedagogy communities, their approaches and points of view being given below.

Main part. At the very end of 2012 some important educational documents have been adopted. Among them, we can find the State Program of RF called as "Education Development for the Period of 2013—2020"; "The Development of Science and Technologies for the Period of 2013—2020" and the long expected "Federal Law on Education in RF". The documents analyse a number of problems in a prognostic

[1] The research is done within the frame of the independent R&D.

way of their development and solution. The documents stress the importance of some key education problems looking like that: contents, variability of educational problems, their net form of realizing for all stages of university education including baccalaureate, specialization, magistrates, preparing skilled personnel of the highest qualification, preparing scientific and pedagogic personnel through the system of post-graduate training. The documents discussed here describe the purely didactic specific things such as module principles and credit units; the set of competences developed in the teaching and learning processes that allows the students to reach the highest level of their professional competency. Some other problems are touched upon such as integration of science and education; the system of assessment of the education level acquired; self-actualization of young people, the development of their personal potentials; the necessity of providing job for all university graduates during a year after their university graduation; the lifelong learning. The documents introduce three kinds of education — "formal — informal — non-formal" stressing the malfunctioning of this system due to the absence of its scientific study and grounding. All these disadvantages stated result in the real losses of human being resources in the Russian society, the latter having bias to slowdown of the social and economic development of our state.

And again, in the latest documents we are unable to find some information concerning young people upbringing. The documents speak of education, teaching, learning, e-learning and so on. Not a single word is mentioned concerning upbringing though it is upbringing that leads to a society national identification; it is upbringing that links the previous generations of any nation with the subsequent ones; it is upbringing that determines the moral, spiritual and cultural levels of any society.

V. V. Putin considers that Russian society today experiences the lack of spiritual fasteners such as mercy, charity, compassion, support and mutual assistance. He indicates the fact that all these things are genetically connected with the Russian people; they made them more firm and ready to display heroism. These qualities helped our people to win victories of versatile kinds-peaceful and military, domestic and international; they helped us to be tolerant, to fight against terrorism, corruption, insulting behavior, indifference in the attitude to the weak, ill and old people. The President comes to the conclusion that all these drawbacks undermine the safety not only of a separate person but Russia's integrity on the whole. V. V. Putin sees the way out of this situation in strengthening spiritual and moral basis of the Russian society in the process of solving the problems of general education, incarnating cultural values and conducting effective youth policy. Although the state laws, he underlines, can defend morals of an individual, they cannot fix or establish morals standards in the society. Taking into consideration this point of view we cannot refer education to the sphere of services, continued the President: first of all, it should be regarded as a peculiar space for developing a morally harmonic person, citizen of Russia. And it is upbringing that should play the leading role in this process of conquering moral victory in our country [1].

Russian Orthodox Church (Greek Church) is also worried with the moral philosophy of Russian society and morals of a separate person. Russian Orthodox Church is, from the start of its existence, a historically traditional centre of moral values creation and a keeper of behavior standards and principles of right and wrong. That's why Russian Orthodox Church tries and helps to overcome the spiritual and moral crisis of our society. Patriarch Cyril notes that the initial cause of present-day crisis of personality lies in the reasons of moral crisis in general which can be termed as spiritual crisis, moral crisis and, at last, crisis of the lost human cultural values such as kindness, decency, honesty, loyalty, justice and faith in future. Patriarch pays special attention to the absence of social justice in our country because he considers it to be the moral philosophy basis that is closely connected with values milestones of the human life. The absence of values notion itself in our society is the main reason of those difficulties that people of Russia are experiencing today. Patriarch conclusion is the following: we can win the moral victory and overcome all difficulties only basing on the spiritual foundation without involving any foreign aid and outside interference.

Patriarch focuses his attention on the role of the traditions and traditional values such as national culture, folklore, customs, rites that originate in the depth of national life, turn into national values and, in the long run, become national traditions. The traditions are designed to be secured and transferred to the possession of the subsequent generations as their values. Patriarch showed by this the way of formation of Russian ethnography integrity and ethnographical values, the process being connected with the preservation of created traditions [2].

But there are values that do not depend on traditions, values and human experience. And what is more, they may frequently oppose this experience because they incarnate to requirements to human being, the requirements having the God as their source but not a human being. The God is a source of moral values that should exist in accordance with human conscience. The Orthodox Church, summaries Patriarch, is doing its best to take part in youth training and upbringing because it considers itself to be responsible for harmony of human society, beauty of human and space existence.

The problem of spiritual upbringing was being treated by many theologists, theoretically and practically. They were discussing the issues of moral norms, faith and the unity of spirit, soul and body. They marked that Spirit of the God is Master of our soul and body. The God endowed a human being with three things: 1) *reason*; 2) *word* that issues from reason (mind) originating a thought and 3) *spirit* inseparable from reason and word that develops reason (intellect). The spirit contents represent the goal which a human being is striving for. The essence of spirituality lies in a human being ability to give a meaning to his life goals and to get to know his or her moral essence. The God saves us under the variety of circumstances but we should participate in this process by all means. To achieve this we should spend our inner energy because spiritual life has close ties with energy and information that are to be directed to spiritual and moral development of a human being. The God expects a spiritual human being to present his selfless devotion to produce creativity, the system of deeds that will entail with great responsibility. Those were ideas that we can find in papers and sermons of our contemporary theologian A. I. Osipov [3].

A. V. Men, a famous preacher and theologian, practically carried out spiritual upbringing and enlightening of our society. He founded Russian Biblical Society, established Public Orthodox University, published Orthodox journal known as "The Bible World", organized Charity Group functioning on the basis of one of Moscow clinics for children that is now named after him. Watching the decay of upbringing system in our country we have elaborated our own approach to youth upbringing basing on spiritual and moral principles. We'll dwell on two things: the essence and technology of its realization [4].

The approach can be termed as "The priority-oriented approach to youth upbringing" [5]. Our approach is understood as a system of professional upbringing including the interaction of two subjects of upbringing process within the framework of spiritual and moral upbringing of students against the background of upbringing local medium (space). The main thing concerning this approach lies in a peculiar way of treatment of such phenomenon as *priority*, to be more accurate, the priority of moral choice. It is moral choice in solving everyday problems that can be taken as an indicator of a personality features and qualities. Our approach includes some obligatory components, the set of the latter being described below: 1) the hierarchy of upbringing medium; upbringing space and priority-oriented upbringing space; 2) integrated algorithmic realization program, encompassing idea-action/idea-deed (the point of view propounded by M. M. Bakhtin, the great Russian specialist in study of literature) [6]; personality features and qualities, qualification standards requirements, professional competences, priority choice with using two matrices — a) priorities matrix and b) dilemmas set matrix — and professional competency; 3) lexical field of this approach showing its main notions, terms and definitions used for its description; 4) project technology, containing a series of lectures on the theory of spiritual and moral upbringing, some didactic materials for monitoring students level of knowledge and competences pos-

session; 5) prognostic training complex for students developing and self-perfecting in choosing spiritual and moral priorities in the framework of their professional activities [7, 8].

We have combined our approach with the ideas of a comparatively new science known as pedagogy logistics in which we see a promising way of putting into practice the youth upbringing process. Pedagogy logistics is understood as subclass of logistics dealing with pedagogic fluxes management. Pedagogy logistics uses two main principles in its organization: 1) the punctuality of performing meeting the deadline requirements; 2) the simplicity of different systems functioning. Pedagogy logistics has united and synchronized its following several fluxes into a rigid controlled pedagogic system: the mobile flux, the flux of knowledge and intellect; the flux of general training and intellect developing; psychological flux; the flux of neuropedagogy; the flux of health; the flux of information; the flux of equipment used and the flux of logistics implementation technology. Even simple enumeration of pedagogy logistics fluxes confirms the fact that all efforts and achievements in pedagogy as a science are being contributed into one of the pedagogy parts, namely: didactics (training), again, the part of pedagogy dealing with upbringing being neglected. So, to substitute a deficiency in this respect we suggest that two more fluxes dealing with the problem of youth upbringing should be added into the list of fluxes of pedagogy logistics such as 1) spiritual and moral upbringing flux [9] and 2) career-oriented prognostic flux [7]. The role of these two fluxes lies in helping and distinguishing spiritual and moral qualities that being combined with and applied to career professional qualities will represent the wanted qualities of modern specialists. And, finally, having the necessary qualities suitable for all professions a young specialist will make his choice of personality qualities and directions of self-perfecting basing on technology of our priority-oriented approach [10].

Let's turn our attention to describing spiritual and moral upbringing flux. Spiritual and moral upbringing flux represents the set of qualities outcoming from cultural values of a nation developed throughout the whole history of its ethnographic evolution. We have already mentioned them in this paper, namely: mercy, charity, compassion, support, mutual assistance, firmness, stableness, tolerance, kindness, decency, honesty, loyalty, justice, social justice, faithfulness, acquiring national cultural values, responsibility, creativity and others. The distinguished moral values, in our opinion, should be distributed among five upbringing process types: 1) family upbringing; 2) upbringing accompanying education; 3) upbringing in the course communication with young people of the same age; 4) personality self-raising; 5) professional self-raising. Such approach, to our mind, turns out to be optimal as the rigid system of upbringing may be formed with its help.

Now we pass to describing career-oriented prognostic flux that may be defined in the following way. Career-oriented prognostic flux is the strategy of building-up a successful professional career using the algorithm of a definite type: 1) training for acquiring future profession basing on different levels dealing with educators/facilitators (the low level — in the form of rigid competent direction; at the intermediate level — in the form of pedagogical support and at the high level — in the form of advisory communication); 2) training for acquiring future profession basing on self-perfection and self-raising having the goal of self-developing creative (producing new ideas) and innovative (realizing new ideas practically) personal qualities; 3) self-monitoring the correctness of the chosen track superimposing the key career moments onto features and qualities included into spiritual and moral upbringing flux of pedagogy logistics. Developing the ideas concerning career-oriented flux we turned our attention to the *theory of anchors* produced by Dr. E. A. Schein and modified by E. A. Mogilyevkin in application to career development phenomenon. We'll understand career anchors as professional references controlled by spiritual and moral upbringing flux of pedagogy logistics. We've distinguished 8 career anchors, their review following below [11, 12].

Anchor 1. Competency connected with profession and upbringing presents personal values influencing our ability to solve problems in a professional sphere. It is the union of professional and upbringing qualities.

Anchor 2. Competency in management trains the personal qualities that give him the possibility to work in team, be tolerant and creative in carrying out powers delegated.

Anchor 3. Autonomy (independence) is demonstrated in self-raising the sense of freedom in choosing the ways and means of achieving life goals by grounding one's own positions.

Anchor 4. Stability of job and location is found as a result of person's mobility in the search of new methods of career control. Stability appears after choosing the career priorities that accord with the process of bettering personal and professional qualities.

Anchor 5. The way of presenting services is realized through an algorithm of the following successive imperatives:

- to offer services in the situations when a person really has made some serious complaints about this or that situation and needs the support of a person who is able to regulate all misunderstandings;
- to carry out assignments that are necessary either to make better one's life or to help somebody to perform job or duty;
- to help other team or project members in solving any problems beginning from everyday occurrences up to professional environment;

Anchor 6. Providing such personal qualities as purposefulness, initiative, creativity, desire to get positive results only while observing the next conditions:

- solving tasks and performing such duties that give the possibility to evaluate one's own forces and potentials;
- offering services when a real "hero" is needed to save the whole situation, to perform some difficult task paying no attention to risky circumstances;
- constant thinking over new projects that can be regarded by oneself as a peculiar testing oneself in solving quite new professional (personal) tasks;
- initiative and unselfish sharing one's ideas with the team members and organization leaders.

Anchor 7. Integration of different life styles means that this anchor unites the best personal qualities such as clearness in setting various tasks, ability to plan long-term operations, skill to correctly distribute job and rest combing them with personal hobbies.

Anchor 8. Creativity in business that is supplied by following the next algorithm imperatives:

- to search projects aimed at establishing new organizations, goods, services together with other team members, departments or companies for producing various joint results;
- to have a desire to take part in working out this or that project at different stages of its developing;
- do not undertake a job that limits one's potential and is not connected with creative solutions in looking for outcome;
- to combine, from the optimal point of view, new data, creative solutions and innovative implementations for building-up and promoting one's professional career;
- to take care of further self-perfecting one's creative potential without spending one's time and ability on a routine job.

Conclusion. Thus, having analyzed the level of the modern upbringing development exhibited by Russian young generations we have clearly understood the necessity of radical changes in this sphere. Different points of view are being put forward by the leaders of our state, church and publics. Our point of view has been shaped taking into account our practical experience and researches in pedagogy. The innovative youth upbringing system is sure to turn out to be effective and easily realizable in different types of educational institutions.

References

1. *Poslaniye Prezidenta Federalnomu Sobraniyu.* [State of the Nation Address.] Available at : http://президент.рф/news/17118 (accessed : 28.03.2013) (in Russian).

2. *Vystupleniye Svyateyshego Patriarkha Kirilla na vstreche Prezidenta RF V. V. Putina s uchastnikami Arkhiyereyskogo Sobora Russkoy Pravoslavnoy Tserkvi.* [Address of His Holiness Patriarch Kirill at the meeting of Russian President V.V. Putin with members of the Bishops' Council of the Russian Orthodox Church.] Available at : http://sobor.patriarchia.ru/db/text/2767778.html (accessed : 28.03.2013) (in Russian).

3. *Doklad Svyateyshego Patriarkha Kirilla na otkrytii XXI Mezhdunarodnykh Rozhdestvenskikh chteniy.* [His Holiness Patriarch Kirill's report at the opening of the XXI International Christmas readings.] Available at : http://www.pravoslavie.ru/news/59-019.htm (accessed : 25.03.2013) (in Russian).

4. Men, A. *Syn Chelovecheskiy. Istoriya religii. Stati.* [Son of Man. History of religion. Articles.] Available at : http://lib.ru/HRISTIAN/MEN (accessed : 1.04.2013) (in Russian).

5. Osipova, A. V. *Nravstvenno-patrioticheskoe vospitanie obuchajushhihsja sovremennyh vysshih voennyh uchebnyh zavedenij na osnove prioritetno-orientirovannogo podhoda : dis. … kand. ped. nauk.* [Moral and patriotic education of students of higher military educational institutions on the basis of a priority-based approach : Cand. pedag. sci. diss.] Rostov-on-Don, 2011, 230 p. (in Russian).

6. Bakhtin, M. M. *Arhitektonika postupka.* [Architectonics of action.] Iskusstvo, 1921, no. 1, p. 23 (in Russian).

7. Prisyazhnaya, A. F. *Realizacija akmeologicheskogo podhoda k razrabotke koncepcii formirovanija prognosticheskoj kompetentnosti budushhih pedagogov : monografiya*. [Implementation of acmeological approach to developing concept of predictive competence of future teachers : monograph.] Moscow : MPGU, 2006, 154 p. (in Russian).

8. Prisyazhnaya, A. F. *Formirovaniye prognosticheskoy kompetentnosti budushchikh uchiteley: teoretiko-metodologicheskiy aspekt : monografiya*. [Formation of predictive competence of future teachers: theoretical and methodological aspect : monograph.] Chelyabinsk : ChGPU, 2005, 180 p. (in Russian).

9. Podlasy, I. P. *Energoinformatsionnaya pedagogika*. [Energoinformational Pedagogics.] Moscow : Data Skver, 2010, pp. 108–243 (in Russian).

10. Livshits, V. *Pedagogicheskaja logistika.* [Pedagogical logistics.] Sbornik Polisvetie. Kohtla-Jarve, 2007, no. 1, pp. 72–79 (in Russian).

11. Schein, E. A. *A Critical Look of Current Career Development : Theory and Research*. San Francisco : CA, 2006, 250 p.

12. Mogilevkin, E. A. *Kar'ernyj rost: diagnostika, tehnologija, trening : monografija.* [Career opportunities: Diagnostics, technology, training : monograph.] SPb. : Rech', 2007, pp. 147–170 (in Russian).

Материал поступил в редакцию 10.04.13.

Библиографический список

1. Послание Президента Федеральному Собранию [Электрон. ресурс]. — Режим доступа : http://президент.рф/news/17118 (дата обращения : 28.03.2013).

2. Выступление Святейшего Патриарха Кирилла на встрече Президента РФ В. В. Путина с участниками Архиерейского Собора Русской Православной Церкви [Электрон. ресурс]. — Режим доступа : http://sobor.patriarchia.ru/db/text/2767778.html (дата обращения : 28.03.2013).

3. Доклад Святейшего Патриарха Кирилла на открытии XXI Международных Рождественских чтений [Электрон. ресурс]. — Режим доступа : http://www.pravoslavie.ru/news/59019.htm (дата обращения : 25.03.2013).

4. Мень, А. Сын Человеческий. История религии. Статьи [Электрон. ресурс] / Александр Мень. — Режим доступа : http://lib.ru/HRISTIAN/MEN (дата обращения : 01.04.2013).

5. Осипова, А. В. Нравственно-патриотическое воспитание обучающихся современных высших военных учебных заведений на основе приоритетно-ориентированного подхода : дис. … канд. пед. наук. — Ростов-на-Дону, 2011. — 230 с.

6. Бахтин, М. М. Архитектоника поступка / М. М. Бахтин // Искусство. — 1921. — № 1. — С. 23.

7. Присяжная, А. Ф. Реализация акмеологического подхода к разработке концепции формирования прогностической компетентности будущих педагогов : монография / А. Ф. Присяжная. — Москва : МПГУ, 2006. — 154 с.

8. Присяжная, А. Ф. Формирование прогностической компетентности будущих учителей: теоретико-методологический аспект : монография / А. Ф. Присяжная. — Челябинск : ЧГПУ, 2005. — 180 с.

9. Подласый, И. П. Энергоинформационная педагогика / И. П. Подласый. — Москва : Дата Сквер, 2010. — С. 108–243.

10. Лившиц, В. Педагогическая логистика / В. Лившиц // Сб. Полисветие. Кохтла-Ярве. — 2007. — № 1. — С. 72–79.

11. Schein, E. A. A Critical Look of Current Career Development: Theory and Research. — San Francisco (California), 2006. — 250 p.

12. Могилевкин, Е. А. Карьерный рост: диагностика, технология, тренинг : монография / Е. А. Могилевкин. — Санкт-Петербург : Речь, 2007. — С. 147–170.

Инновационный духовно-нравственный подход к воспитанию молодых людей, основанный на педагогической логистике[1]

Т. А. Лопатухина
(Донской государственный технический университет),
А. В. Осипова
(Ростовский государственный экономический университет)

Представлены результаты теоретического анализа, касающегося состояния уровня духовно-нравственного развития молодых людей в нашей стране. Полученные результаты показывают острую необходимость радикальных изменений в области воспитания молодых людей. Авторы предлагают теоретически обоснованный выход для разрешения этой ситуации. Успех в исследуемой области авторы видят в привлечении внимания педагогов к достижениям педагогической логистики.

Ключевые слова: *духовно-нравственное воспитание, приоритетно-ориентированный подход, мысль-действие, мысль-поступок, выбор, дилемма, потоки педагогической логистики, прогностическая карьера, карьерные ориентиры («якоря»), педагогическая поддержка.*

[1] Работа выполнена в рамках инициативной НИР.